

CLIO ELEMENTARY/MIDDLE

P.O. Box 68
Clio, SC 29525

GRADES PK-8 Middle School

ENROLLMENT 290 Students

PRINCIPAL Beverly J. Gurley 843-586-9391

SUPERINTENDENT Dr. David A. Sherbine 843-479-4016

BOARD CHAIR Mr. Ronald B. Henegan 843-479-7838

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	4	12	13

IMPROVEMENT RATING:

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Excellent	N/A
2002	Average	Average	N/A
2003	Below Average	Good	No
2004	Average	Good	Yes

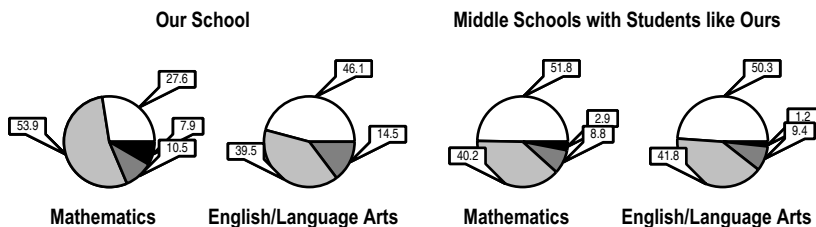
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

80.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	181	100.0	41.0	41.0	16.8	1.2	22.5	Yes	Yes
Gender									
Male	95	100.0	51.1	35.6	11.1	2.2	15.6		
Female	86	100.0	30.1	47.0	22.9	0.0	30.1		
Racial/Ethnic Group									
White	12	100.0	50.0	41.7	8.3	0.0	8.3	I/S	I/S
African-American	161	100.0	39.0	42.2	17.5	1.3	24.0	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	161	100.0	40.9	39.6	18.2	1.3	24.7		
Disabled	20	100.0	42.1	52.6	5.3	0.0	5.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	181	100.0	41.0	41.0	16.8	1.2	22.5		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	181	100.0	41.0	41.0	16.8	1.2	22.5		
Socio-Economic Status									
Subsidized meals	158	100.0	43.0	42.4	13.9	0.7	19.2	Yes	Yes
Full-pay meals	23	100.0	27.3	31.8	36.4	4.5	45.5		

Mathematics - State Performance Objective = 15.5%									
All Students	181	100.0	38.7	49.7	7.5	4.0	20.8	Yes	Yes
Gender									
Male	95	100.0	43.3	44.4	8.9	3.3	17.8		
Female	86	100.0	33.7	55.4	6.0	4.8	24.1		
Racial/Ethnic Group									
White	12	100.0	66.7	33.3	0.0	0.0	0.0	I/S	I/S
African American	161	100.0	37.0	50.0	8.4	4.5	22.1	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	161	100.0	37.0	50.6	7.8	4.5	22.7		
Disabled	20	100.0	52.6	42.1	5.3	0.0	5.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	181	100.0	38.7	49.7	7.5	4.0	20.8		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	181	100.0	38.7	49.7	7.5	4.0	20.8		
Socio-Economic Status									
Subsidized meals	158	100.0	38.4	50.3	7.3	4.0	20.5	Yes	Yes
Full-pay meals	23	100.0	40.9	45.5	9.1	4.5	22.7		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	50	100.0	26.5	63.3	10.2	N/A	10.2
	Grade 4	27	100.0	40.0	48.0	12.0	N/A	12.0
	Grade 5	38	100.0	52.8	41.7	5.6	N/A	5.6
	Grade 6	28	96.4	44.4	44.4	11.1	N/A	11.1
	Grade 7	26	96.2	37.5	58.3	4.2	N/A	4.2
	Grade 8	17	88.2	53.8	46.2	N/A	N/A	N/A
2004	Grade 3	29	100.0	32.1	25.0	35.7	7.1	42.9
	Grade 4	45	100.0	40.0	51.1	8.9	N/A	8.9
	Grade 5	26	100.0	36.0	48.0	16.0	N/A	16.0
	Grade 6	34	100.0	50.0	29.4	20.6	N/A	20.6
	Grade 7	24	100.0	45.5	45.5	9.1	N/A	9.1
	Grade 8	23	100.0	43.5	52.2	4.3	N/A	4.3

Mathematics								
2003	Grade 3	50	100.0	49.0	46.9	4.1	N/A	4.1
	Grade 4	27	100.0	24.0	64.0	12.0	N/A	12.0
	Grade 5	38	100.0	47.2	38.9	13.9	N/A	13.9
	Grade 6	28	100.0	35.7	42.9	21.4	N/A	21.4
	Grade 7	26	100.0	29.2	58.3	8.3	4.2	12.5
	Grade 8	17	94.1	60.0	40.0	N/A	N/A	N/A
2004	Grade 3	29	100.0	39.3	50.0	10.7	N/A	10.7
	Grade 4	45	100.0	53.3	44.4	2.2	N/A	2.2
	Grade 5	26	100.0	44.0	48.0	4.0	4.0	8.0
	Grade 6	34	100.0	29.4	50.0	8.8	11.8	20.6
	Grade 7	24	100.0	27.3	50.0	13.6	9.1	22.7
	Grade 8	23	100.0	26.1	69.6	4.3	N/A	4.3

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 290)				
Students enrolled in high school credit courses (grades 7 & 8)	6.3%	Up from 0.0%	7.8%	14.6%
Retention rate	1.6%	Down from 3.6%	3.7%	3.0%
Attendance rate	96.6%	Up from 94.7%	95.5%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	7.2%		8.7%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	6.6%		7.5%	5.3%
Eligible for gifted and talented	7.4%	Up from 6.3%	5.7%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	5.1%	Down from 6.5%	14.8%	13.9%
Older than usual for grade	4.5%	Down from 5.5%	8.3%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 2.4%	1.5%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 23)				
Teachers with advanced degrees	65.2%	Up from 56.5%	47.1%	48.7%
Continuing contract teachers	78.3%	Down from 82.6%	70.0%	81.7%
Highly qualified teachers**	84.6%	N/A	87.5%	90.4%
Teachers with emergency or provisional certificates	5.3%		13.0%	5.3%
Teachers returning from previous year	92.2%	Up from 89.0%	74.5%	85.1%
Teacher attendance rate	95.0%	Down from 95.2%	94.2%	94.8%
Average teacher salary	\$40,703	Up 0.6%	\$39,062	\$40,566
Prof. development days/teacher	14.3 days	Up from 11.3 days	11.2 days	11.0 days

School				
Principal's years at school	2.0	Up from 1.0	2.0	3.3
Student-teacher ratio in core subjects	13.0 to 1	Up from 11.8 to 1	17.3 to 1	21.3 to 1
Prime instructional time	89.0%	Up from 88.6%	87.1%	89.3%
Dollars spent per pupil*	\$7,045	Up 14.9%	\$7,753	\$5,821
Percent of expenditures for teacher salaries*	60.9%	Up from 60.5%	60.3%	61.8%
Opportunities in the arts	Fair	Down from Good	Good	Good
Parents attending conferences	99.0%	Up from 95.9%	84.2%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Average	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	85.9%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The Clio Elementary/Middle School (hereafter referred to as CEMS, had an enrollment of 288 students in pre-kindergarten through eighth grade during the 2003-2004 school year. Our ADM was posted as 282.44 with an average daily attendance rate of 96.26 percent for the year. All students were heterogeneously grouped and assigned to 19 homerooms staffed by certified teachers.

Clio Elementary/Middle School was served by five business partners: Rockwell Automation, Southeastern Farm Equipment Company, Clio Police Department, Clio Medical Center, I Have a Dream Foundation, Pepsi Cola Company of Dillon, area Churches, and the PTA sponsored incentives for the students, faculty, and staff.

The CEMS staff focuses on teaching the curriculum approved and adopted by the State Board of Education. Students are instructed utilizing the America's Choice Design, Formula Three phonics-based decoding and reading program, the Reading Renaissance Program (Accelerated Reading), and a strong focus on reading readiness in the primary grades. Students are also instructed utilizing the Math Renaissance Program (Accelerated Math) daily in all math classes.

A School-wide team disaggregated the PACT data and addressed our school's weaknesses in an improvement plan. We particularly addressed those students who were short by only a few points of the minimum rating. The experienced, dedicated and concerned staff of CEMS strive to meet the needs of all students while focusing on those most in need.

The faculty and principal of CEMS look forward to a successful 2004-2005 school year and encourage full parental and community participation.

Dr. Beverly J. Gurley Ed.D, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	22	19	12
Percent satisfied with learning environment	70.0%	84.2%	58.3%
Percent satisfied with social and physical environment	100.0%	84.2%	45.5%
Percent satisfied with home-school relations	60.0%	84.2%	58.3%

*Only students at the highest middle school grade level at this school and their parents were included.